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ABSTRACT

These instructional activities are designed for teachers to use with junior high students. They serve as a brief yet practical introduction to the issue of sexism as it affects men. The first section provides background information about the issue of male sex role stereotyping. It is for the teacher's use only. It describes the techniques society employs to instill sex-typed behavior, the characteristics of the male stereotype, and the high cost of this masculine mystique. The second section contains classroom strategies and lesson plans intended to help students identify, analyze, and evaluate the male role stereotype and sex role stereotyping in general. When students become aware of how society channels them into sex role stereotypes, they will be better prepared to make independent decisions about the lifestyles and goals they wish to pursue based on their own values, interests, and abilities. It is important to note that the male stereotype discussed in these materials is characteristic of white, mainstream, United States culture. (Author)

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BEING A MAN

A Unit of Instructional Activities on Male Role Stereotyping

U.S. Department of Health, Education, and Welfare
Office of Education

CG 01 2372

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A Unit of Instructional Activities on Male Role Stereotyping

David Sadker

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

U.S. Department of Health, Education, and Welfare

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Prepared under Contract 300-75-0256 for the Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare.

CONTENTS

	Page
Rationale	1
Section One: Background for Teachers:	
Defining the Male Role Stereotype	3
The Lessons of the Male Stereotype	3
The Male Machine	4
The Cost of the Male Role Stereotype	5
Confronting the Male Role Stereotype	7
Section Two: Student Lessons	
The Curriculum	9
Lesson 1: Lining Up Around Sex Role Stereotypes	11
Lesson 2: The Male Role Stereotype	15
Lesson 3: Pressure Point — It's Not All Right To Cry	19
Lesson 4: Pressure Point — Winning	25
Lesson 5: Pressure Point — Acting Tough	29
Lesson 5: Going to the Source	33
Lesson 7: Opportunity Knocks: A Game for Overcoming Stereotypes	43
Lesson 8: Examining Stereotypes: Personal Decisions	61
Appendix A: Bibliography of Classroom Materials on Female Role Stereotyping	63

Preface

"Being a Man" was developed under Contract 300-75-0256 between the Resource Center on Sex Roles in Education and the Women's Program Staff, Office of Education, U.S. Department of Health, Education, and Welfare.

Since the passage of Title IX of the Education Amendments of 1972, a number of classroom resources intended to help students explore issues of female sex role stereotyping and sex discrimination have been published. Although many of these acknowledge that males are also limited by sex stereotyping or discrimination, few attempt to help students explore the issues from the male perspective. Because Title IX protects any person, female or male, from discrimination on the basis of sex in education institutions or agencies, it is important that students, parents, and educators understand the context in which sex stereotyping and sex discrimination may affect males. "Being a Man" provides information and classroom activities which may be used for this purpose. It is designed to supplement the variety of instructional materials which focus on sex stereotyping and discrimination as experienced by females. Although classroom consideration of issues of sex role stereotyping is in no way required by Title IX or its implementing Regulation, it is certainly consistent with the spirit of the legislation and it may in fact be a valuable form of remedial action undertaken to overcome past sex discrimination in such areas as counseling or course requirements. The Resource Center on Sex Roles in Education is grateful to David Sadker of The American University, Washington, D.C., for his development of the unit and his continuing work for the alleviation of sex role stereotyping and discrimination in education.

The Resource Center also wishes to acknowledge the advice and assistance provided throughout the project by Joan Duval, Women's Program Staff of the U.S. Office of Education; Becky Schergens, Office of the Assistant Secretary for Education; Reginald Pearman, Office of Education; Sarita Schotta, National Institute of Education; Gwendolyn Gregory, Office for Civil Rights; and Rosa Wiener, Office for Civil Rights. Marguerite Follett, Women's Program Staff, provided guidance in the preparation of the manuscript for final production.

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Rationale

In recent years, the women's liberation movement has succeeded in focusing the attention of the American public on discrimination against women. Most people are becoming increasingly aware of the barriers that deny women full equality and participation in many sectors of our society.

With so many women now striving for political, economic, and psychological equality with men, one might conclude that men enjoy a special and privileged place in our society, and that their roles and behaviors should be emulated. Such an assumption would be both misleading and simplistic. It is true that men, as a group, have enjoyed privileged positions with regard to economic, social, and political access to our societal institutions and their rewards. One of the results of the feminist movement, however, has been to encourage men to pause and think about the other side of the coin, the effects that sex role stereotyping has had on them and the costs of the privileges that some men have enjoyed. Men have discovered that sexism is a two-edged sword, and our society is cut deep with sexist restrictions imposed on males as well as females. Today, men's liberation is a viable, new force on the American scene.

Freeing boys and men from the restrictive confines of sex role stereotyping is an important issue to teachers for several reasons. Educators have become sensitive to the adverse effects stereotyping has on the self-image and potential of members of various racial, religious, and cultural groups. More recently, the limiting effects of stereotyping on females have received much attention. We are now on the brink of a new frontier as we explore the debilitating effects of sexism on the lives of boys and men. We, as educators, are becoming aware of our responsibility to help students understand stereotyping and the limits it places on the lives and growth of all persons.

Title IX provides another important reason for teachers to be aware of and concerned about male role stereotyping. Title IX prohibits sex discrimination in a variety of school activities, and it protects the rights of boys as well as girls from school policies and practices that limit individuals by sex role stereotyping. No longer can schools establish different criteria for boys and girls in relation to scholarships, admission, course access, employment, counseling, and discipline procedures, to name but a few of the areas included in Title IX. With Title IX now in effect across the Nation, teachers have legal as well as educational reasons to turn their attention to the deleterious nature of sex role stereotyping.

These instructional activities are designed for teachers to use with junior high students. They serve as a brief yet practical introduction to the issue of sexism as it affects men. The first section provides background information about the issue of male sex role stereotyping. It is for the teacher's use only. It describes the techniques society employs to instill sex-typed behavior, the characteristics of the male stereotype, and the high cost of this masculine mystique. The second section contains classroom strategies and lesson plans intended to help students identify, analyze, and evaluate the male role stereotype and sex role stereotyping in general. When students become aware of how society channels them into sex role stereotypes, they will be better prepared to make independent decisions about the lifestyles and goals they wish to pursue based on their own values, interests, and abilities.

It is important to note that the male stereotype discussed in these materials is characteristic of white, mainstream, United States culture. Significant differences in the male stereotype occur in the various racial, ethnic, social class, and geographic groups represented in our society. These materials provide only a limited beginning for the exploration of male sex role stereotypes; teachers and students should enrich these materials through exploration of the diversity of male sex role stereotypes which characterize various segments of our population.

SECTION ONE:
BACKGROUND FOR TEACHERS

Defining the Male Role Stereotype

From cradle to grave, the pressures of sex role stereotyping serve to channel and limit male and female behavior. There is, for example, no genetic reason why male infants should be dressed in blue and female infants in pink. The only apparent purpose for such a practice is to aid adults who might unwittingly compliment a male infant's "long lashes" or a female infant's "husky build." The colors serve to signal adults as to the appropriate behavior. Pink elicits "Isn't she sweet!" (Sweet may be replaced by "adorable," "beautiful," "cunning," "a knockout," etc.) Such comments may be complemented by soft touches and warm hugs. Blue, on the other hand, elicits "husky fellow," "looks like a football player," and "tough guy." The accompanying physical treatment given to boys is less warm than that given to girls, and, in fact, one study revealed that after 6 months of age, boys are picked up and hugged less often than girls are.[1]

As male infants become young boys, the differential treatment intensifies, and the lessons on male role expectations become more frequent. A boy who rejects aspects of this role is reprimanded more severely, in fact, than is his female counterpart. A girl who does not follow the socially approved expectations for females is often described as "going through a phase." She is allowed to be a "tomboy" — at least for a period of time. However, a boy who rejects the male role stereotype is awarded no such tolerance. The term "janeboy" does not exist.

Both at home and in school, boys are made to conform to rigid sex role expectations. Even the newspapers provide no relief. A popular "advice to the reader" column recently featured a letter from a parent who was deeply concerned because her young son was playing with dolls. There was no acknowledgment that doll play can be a harmless and, in fact, valuable way for boys to rehearse future parental roles. The columnist advised that if the "problem" continued, the boy might be "sick," and recommended that the child receive professional help.

Wherever boys turn, this sex role socialization continues. On television and in films, they view thousands of hours of violence and tough masculine models. From parents and counselors, most boys are channeled into male-oriented occupations and are encouraged to fulfill a masculine value system. To peers they must prove their toughness. So pervasive is the pressure that few boys are ever permitted to seriously question the worth and appropriateness of the male role stereotype. Before we explore the limitations of the masculine mystique, we must take a closer look at what this stereotype entails. As we examine the lessons of the male stereotype, however, it is important to remember that the behaviors described can be positive and healthy qualities when displayed by either males or females in situations where these behaviors are appropriate. They become negative and limiting, however, when they are required for or permitted to only one sex and when they are applied to *all* situations. The qualities discussed below in "The Lessons of the Male Stereotype" are described in their most extreme and stereotyped form, because this is often the way that they impact on young (and not-so-young) males.

The Lessons of the Male Stereotype

Lesson One — Stifle It

"Crybaby" may represent a common childhood taunt, but its echoes follow young boys into manhood. It is "unmanly" to cry. Boys are supposed to be strong and unemotional.

By 5 or 6 years of age, boys know that they are supposed to show neither fear nor tears.[2] As men, they have learned to present a strong and unemotional facade. The "strong, silent" type has become

[1] N. Frazier and M. Sadker, *Sexism in School and Society* (New York: Harper & Row, 1973).

[2] D.G. Brown, "Sex Role Preference in Young Children," *Psychological Monographs* 70 (1956). See also D.G. Brown, "Sex Role Development in Young Children," *Psychological Bulletin* 54 (1958): 232-242. See also L.B. Fauls and W.D. Smith, "Sex Role Learning of Five-Year-Olds," *Journal of Genetic Psychology* 93 (1958): 133-148.

the model. Small disappointments and major catastrophes are to be treated with the same stoic response. Concealing fear, sorrow, doubt, and tenderness is a mark of being a "real man."

Lesson Two — Choose Your Occupation (from the following list only!)

Although our society offers a wide variety of potential careers, sex typing restricts the choices of boys and girls. For girls, the restrictions have traditionally been very severe, limiting females to relatively few socially acceptable careers which are often extensions of the nurturing role. Boys also encounter career restrictions. Boys who consider becoming teachers of very young children, nurses, dancers, or secretaries absorb social criticism for their occupational choice—or change their decisions.

Lesson Three — Money Makes the Man

Although acceptable career options for men are socially restricted, at least one characteristic of any acceptable occupation remains constant: It must pay well. The male has been designated as the primary, and often only, financial provider for the family. In fact, a man's ability to earn a substantial income has become a measure not only of his success, but of his masculinity as well. The size of a man's paycheck is a measure of his worth. A woman may glow in the green radiance emanating from her husband's wallet, pleased and proud to have pulled off a "real catch." To males, the lesson is all too clear: In order to be successful and desirable, earn, earn, earn.

Lesson Four — Winning at Any Cost

From the early years on, boys are taught the lessons of intense competition. On the athletic field, in school, and even in their social lives, most boys are driven to compete and to win, no matter what the cost. As adults, the cult of competition continues as many men vie to get ahead of one another for the best paying jobs and the earliest promotions.

The athletic field provides numerous examples of this pervasive competitive ethic. Uncontrollable anger from an 8-year-old second baseman on a losing Little League team is evidence of the early inculcation of this competitive drive. Former football coach Vince Lombardi summed it up well when he said, "Winning is not the most important thing. It's the only thing."

Lesson Five — Acting Tough

With few frontiers left to conquer and few wild animals left to subdue, men are taught nevertheless to be strong and tough. In our technological society, this toughness has become redirected at dominating women, conquering other men, and questing for power and money. Acting tough includes not only hiding emotions and competing at all costs but also childishly demonstrating personal strength. It involves the ability to dish it out and to "take it," even when refusal to capitulate or compromise involves severe physical and psychological loss. Reason and compassion are frequently the victims when a man demonstrates his virility by acting tough.

Acting tough is required in both personal and public behavior; it is clearly valued in many of our most prestigious social roles, from corporate executive to military officer.

The Male Machine[3]

Marc Feigen Fasteau has summed up this masculine stereotype by way of analogy: As men learn these lessons in masculinity, they assume machinelike qualities. The complete fulfillment of the male stereotype results in a functional, efficient machine. Such a man/machine seizes the offensive and tackles jobs with a fervor. Personal issues wait along a sidetrack as he rumbles on straight-ahead to the victory he needs. Victory reinforces his competitive drive. Defeat is marked without emotion, and serves only to strengthen his resolve. His gears run efficiently, if not effortlessly, and his relationship to other male machines is one of respect, never intimacy. The male machine is programed to

[3]Marc Feigen Fasteau, *The Male Machine* (New York: McGraw-Hill, 1974).

operate in certain acceptable areas, and tends to become dysfunctional if forced into "inappropriate" occupations, like nursing or secretarial work. The machine is geared for victory, and victory is demonstrated by success, power, and, of course, money.

Men who buy into this image and who adopt the masculine stereotype are doing so at great cost. For inside the male machine lives a human being, an individual with the potential to go beyond this mechanical existence and to live a fuller, more diverse, complete, and longer life. But living in a society that molds and rewards the male machine makes it difficult to perceive the cost of male sex role stereotyping. The next section briefly reviews some of these costs.

The Cost of the Male Role Stereotype

Hidden costs have become a way of life in our society. The new washing machine, advertised for $199, costs $257 after installation, tax, delivery, and the $10 charge for "harvest gold" are added on. Hidden costs.

Male sex role stereotyping results in one of the great hidden costs of our society. This cost frequently goes undetected, for it is a natural part of the American landscape. But the cost is real and devastating.

Cost 1 — Early Problems

Boys are pressured early to meet the demands of the sex role stereotype. Parents generally encourage their children to develop interests in those areas that they consider appropriate for their sex and discourage their children — particularly their sons — from activities that they consider appropriate for the opposite sex.[4] Such shaping of sex-typed behaviors may have consequences for the school performance of young males. Numerous studies have documented that in our culture young males experience a significantly higher frequency of reading difficulties than do young females. This is not the case, however, in cultures in which reading is typed as an important component of the male role.[5]

Cost 2 — Barriers Between Men

Men who are committed to the traditional masculine stereotype find little time or reason to establish close relationships with other men. The competitive drive makes them adversaries, and reduces the desire for cooperation and friendship. The inability to share emotions and feelings hinders honest personal communication. To protect the image of self-reliant toughness, and to hide potential vulnerabilities, the stereotyped male develops an invisible communication barrier that keeps other men at a distance. The traditional male image is preserved, but at a high cost—nothing less than the friendship of other human beings.

Cost 3 — Barriers Between Men and Women

Many aspects of the male stereotype inhibit positive relationships between men and women. The overemphasized male commitment to a career can detract from the quantity and quality of time men spend with women. The inability of some men to share their feelings and self-doubts—in some cases the inability of men to be in touch with their personal feelings—may detract from an honest and open relationship. The pressure felt by men to continually compete and succeed, the same pressure which alienates them from their fellow men, also may restrict and limit the quality of their relationship with women.

In marriage, the male stereotype continues to limit the quality of male-female relationships. This is especially true because of the increasing number of wives now exploring careers outside the home. These women do not seek a marital partner who will play the dominant role of sole economic provider and family breadwinner. Rather, they seek partners willing and able to share in the family's economic venture. Men enmeshed in the male stereotype perceive the notion of a wife at work as threatening,

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[4]Eleanor Maccoby and Carol Jacklin, *The Psychology of Sex Differences* (Stanford, Calif.: Stanford University Press, 1974), p. 399.
[5]Carol A. Dwyer, "Sex Differences in Reading: An Evaluation and a Critique of Current Theories," *Review of Educational Research* 43 (Fall 1973): 462-465.

perhaps even an indication of the husband's inability as family provider. This marital stress increases when working wives expect their husbands to depart even further from the male stereotype and share in the household chores. Men who perceive these chores as "women's work" and "unmanly" create further marital tension. Many of today's women are openly demanding a sharing of their traditional homemaking roles, and a husband unable to grow beyond the male stereotype may find his marriage just another statistic in the mushrooming divorce rate.

Cost 4 — Weekend Fathers

The fulfillment of role demands pulls many men away not only from their wives, but from their children as well. Long hours invested in career building and moneymaking are at the expense of time spent with children. One recent study revealed that a majority of new fathers had never changed a diaper[6] — an interesting comment on the lack of contact between father and child. For many of these fathers, this estranged relationship continues as their children grow into adolescence. Mothers often assume the major parenting function, as men become weekend fathers. The distance between children and their fathers is another measure of the cost of sex role stereotyping.

Cost 5 — The Career "Lock-in"

Because of the pressure to earn, earn, earn, men often find themselves victims of the career lock-in. Initially they are forced to consider only the more lucrative positions, even if they are not interested in these jobs. Once involved in their chosen careers, there is no exit. If, after 10 or 20 years, a man becomes bored or uninterested in his work, he literally cannot afford to explore alternatives. With the family's financial well-being totally in his hands, his decisions are no longer his own. Sex role stereotyping locks women into household tasks, and men into a job that brings money, but not necessarily self-fulfillment.

Cost 6 — The Leisure and Retirement "Lockout"

The other side of the career lock-in is the leisure and retirement lockout. When men devote a great deal of time first to competing for the best jobs and promotions and then to guarding and maintaining their hard-won positions, there is little time left to develop leisure interests. The single-track nature of many men's lives becomes even more apparent during the retirement years. At a time when the rewards of lifelong efforts should be reaped, these men find themselves drifting aimlessly as their well-trodden paths to the office or business door are closed off. Without work, they are also without direction or purpose. The suicide rate for retired men is several times that of retired women.[7]

Cost 7 — Physical Disability and Death

The obvious muscular superiority of most men over most women leads to a common misconception: that men are stronger than women. Since we live in a world where muscular strength is of less and less importance, endurance and other areas of physical strength become more crucial. And in those areas, men are the weaker sex. They have a greater susceptibility to stress. After years of driving to compete, striving to get ahead, shouldering economic burdens, and hiding their doubts and fears from others, men fall victim to heart attack and stroke. Men are likely to die at an earlier age than women: the average lifespan for women exceeds that of men by about 8 years. Although the suscepti-

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[6]Robert Fein, "Men's Experiences Before and After the Birth of a First Child: Dependence, Marital Sharing, and Anxiety" (doctoral dissertation, Harvard University, 1974).

[7]Jack Nichols, *Men's Liberation* (New York: Penguin Books, 1975).

bility of men to serious disease and earlier death may be due in part to biological differences, the economic and psychological burdens of male sex role demands may take a significant toll in the physical well-being of men.[8]

Cost 8 — Society's Masculine Nature

The preponderance of men in the leadership positions of our institutions casts a long shadow over the very nature of our society. The tough, competitive, emotionless, male role stereotype permeates our political, economic, and military institutions. The aggression of corporate executives "on the move," the "flexing of muscles" and the "rattling of swords" of political leaders, and the stoic masculinity of military men all reflect the male sex role stereotype on a grand scale. At these institutional levels, the effects of male stereotyping touch the lives of all society's children.

Many of the same costs inflicted on men individually are also inflicted on the society at large. The single-minded commitment to "winning" permeates our institutions, sometimes leading to illegal and immoral acts in order to win a profitable contract or to pass laws in the self-interest of legislators. Conscience and reflection are submerged as private and public institutions become involved in a headlong and sometimes mindless mission of self-interest. Lack of emotionality is considered a societal virtue and given the respectable label of "efficiency."

In international affairs, many nations have adopted the masculine mystique as part of their foreign policy. A "show of strength," a lust to protect or add to a nation's territory, the aggression of and competition between nations—all this and more reflects aspects of machismo, the masculine stereotype, on an international scale.

It is impossible to predict how different the world might be if cooperation, compassion, and interpersonal honesty were the hallmarks of international relations. And unfortunately, we do live in a world in which the resort to force may be necessary in issues concerning national self-defense and human freedom. But frequently, nations are too eager to prove their strength through tough words and tough actions. And the world is a less safe, less sane place because of it.

Confronting the Male Role Stereotype

It is time that we understand and confront the damaging effects of our society's traditional conceptions of sex roles. As teachers, we can participate in moving the next generation beyond these limiting definitions of masculinity and femininity. Boys and girls are not polar extremes, in spite of all the lessons of the socialization process. Society should accept boys who are dependent and gentle as well as girls who are strong and assertive. It is time society recognized the universal and fundamental human qualities of all its children.

The human potential lost to society as a result of sex role stereotyping is impossible to estimate. Psychological studies suggest that females who adopt the feminine stereotype score low on self-esteem and self-acceptance, but high on anxiety, relative to females who do not adopt the stereotype. Men who accept the male stereotype also demonstrate high anxiety and low self-acceptence relative to other males. Both males and females who are highly sex stereotyped score lower on creativity and intelligence tests than those who are not as sex stereotyped.[9]

In the final analysis, when all the psychological and sociological costs are tallied, when all the philosophical and legal arguments for equality are advanced, the real human commitment to liberation for men and women remains an intensely personal one. In the next few years, if society is to alleviate the restrictions of male stereotyping, it will be as a result of the beliefs and actions of individuals. The willingness and ability of individual teachers, men and women, to confront this issue, can be a significant force in moving our society away from the debilitating effects of sexism.

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[8]Lee Firester and Joan Firester, "Wanted: A New Deal for Boys," *The Elementary School Journal* (Oct. 1974).

[9]Sandra Lipsitz Bem, "Androgyny vs. the Tight Little Lives of Fluffy Women and Chesty Men," *Psychology Today*, Sept. 1975, pp. 59-62.

SECTION TWO:

STUDENT LESSONS

The Curriculum

The following section consists of a unit of eight practical instructional activities concerned with sex role stereotyping in general, and male sex role stereotyping in particular. This unit is designed to help students become aware of the limiting effects of sex role stereotyping, and then to consider ways of reducing or eliminating sex role stereotyping in their personal lives, and in society at large.

Each of the eight lesson plans includes objectives, concepts, required materials, and specific directions for the teacher. The first two lessons enable students to define sex role stereotyping and the elements of the male sex role stereotype. The next four lessons explore in depth the nature and source of specific elements of the male sex role stereotype. The seventh lesson includes a game which summarizes the unit and highlights a variety of actions that might be taken to combat sex stereotyping. The eighth lesson helps students examine the implications of the unit for their personal decisions.

Several points should be made before you begin this unit.

1. Although the primary focus of this unit concerns male stereotyping, female stereotyping and sexism in general are also included. For practical as well as philosophical reasons, it is felt that male stereotyping cannot be treated in isolation. These materials can be used to complement the variety of materials currently available on female sex role stereotyping. A listing of a sampling of such materials is provided in Appendix A.
2. Several lessons incorporate the use of "support groups." Support groups enable a greater number of students to become actively involved and also encourage an open exchange of thoughts and feelings. In support groups, students are asked to attend to and respect the personal positions of other students.
3. You may wish to use these lesson plans exactly as written, adapt them to specific classroom environments, or use them as springboards for other lessons that you may want to develop. You are encouraged to use these materials in the ways that you believe would be most effective for reaching the objectives of the lessons and for reducing the impact of sex role stereotyping on your students.
4. Consideration of sex role stereotyping in a classroom inevitably involves consideration of sex role values which students have learned in the home or in the local community. For this reason, it is important that both students and parents recognize that the purpose of this unit is not to impose on students an uncritical rejection of any particular role or characteristic but to encourage them to evaluate role alternatives and choose among them based on their individual interests and values. You may wish to share with parents the objectives and some of the data reflected in this unit, in order to assist them in understanding their children's activities and to alleviate any concerns they may have regarding the purposes or outcomes of the unit. Sex role norms and values may differ from community to community, and you will need to remain sensitive to the unique concerns of your community.

Lesson 1: Lining Up Around Sex Role Stereotypes

Student Objectives

1. To define sex role stereotyping.
2. To analyze one's attitudes and values for elements of sex role stereotyping.
3. To identify policies and practices through which schools may encourage sex-stereotyped activities and behaviors.

Learning Concepts

1. Sex role stereotyping is the assumption that because people share a common gender, they also share a common set of abilities, interests, values, and roles.
2. Each individual's attitudes and values may reflect elements of sex role stereotyping.
3. There are many different ways that schools encourage males and females to conform to sex role stereotypes.

Materials

Ditto copies of:

"Values Voting on Sex Role Stereotyping"

"The Home Ec Hassle"

Structuring the Learning Activity

1. Write the following occupations horizontally across the top of the chalkboard: business executive, doctor, principal, engineer, pilot, ballet dancer, nurse, homemaker, secretary, nursery school teacher.
2. Tell students to select the occupation they would most like to role play for a friend or a younger student. Once students have made their choices, tell them to go to the board and physically stand near the occupation they have selected. You can expect more than one or even several students to select some of the more popular career choices.
3. After students are standing by their selected occupations, ask them to look around the room and summarize any patterns they can find in how other students selected occupations. It is very likely that, with a few exceptions, most boys will be standing on the left side of the board and most girls will be standing toward the right side of the board.
4. Conduct a class discussion.
   a. Why did boys generally choose one set of occupations and girls choose another set of occupations?
   b. Are boys naturally better at being executives, doctors, principals, engineers, and pilots? Are girls better at being dancers, nurses, homemakers, secretaries, and nursery school teachers?
   c. Ask any boys who chose occupations on the right side of the board, or any girls who selected the traditionally male occupations, why they made that decision. Ask them how they felt when most of the people around them were of the other sex? (Or, if no students made nontraditional choices for their sex, ask students how they feel about the pattern they see—all boys on one side, all girls on the other.)
   d. Write the terms "role," "stereotype," and "sex role stereotyping" on the board. Help students arrive at the following definitions:

      role: a behavior pattern typically expected by our society of people sharing a common characteristic.

      stereotype: an uncritical or oversimplified belief regarding the characteristics of a particular group which is based on the assumption that because members of the group share one characteristic, they are similar in many others.

sex role stereotyping: the assumption that because males share a common sex, they also share one common set of abilities, interests, values, and roles, and that because females share a common sex, they share a different common set of abilities, interests, values, and roles.

Explain to students that sex role stereotyping reflects oversimplified thinking and that it ignores our individual differences.

5. Tell the students that you are going to ask a series of "values voting" questions about sex role stereotyping. Explain that "Values Voting on Sex Role Stereotyping" will give students a chance to consider how they feel about sex roles and then to express their feelings and attitudes. Distribute the "Values Voting" sheets. After students have had a chance to look over the questions, read each question and ask students to vote in the following way: If students agree with the statement, they raise their hands. If students disagree, they are to point their thumbs down. If they do not have an opinion on the statement, or do not wish to express their opinion, they fold their arms. Encourage students to vote according to their own beliefs and not according to how their peers may vote. Read each question to the class and ask students to vote. When asking "values voting" questions, you may simply request that the students indicate their answers with the appropriate signs, or you may ask selected students to explain the reasons for their vote. In either case, it is your role to encourage, but never force, students to express their opinions.

6. Distribute "The Home Ec Hassle" sheets. After students have finished reading this brief story, conduct a class discussion.
   a. Tell students that this story demonstrates one way that schools exert pressure on students to conform to sex role stereotypes. In what other ways can schools create or reinforce sex role stereotypes?
   b. What are some of the negative consequences of sex role stereotyping?
   c. What can schools do to encourage students to avoid sex role stereotyping?
   d. Review with the class how the characters in the story (Tyrone, Alan, Josué, Dwight, Sally, the coach, the principal) feel and behave. Then ask students to rank-order each of the seven characters, from the one they admire most to the one they admire least. Ask selected students to share their rank orders and to explain the rationale for their ratings.

Values Voting on Sex Role Stereotyping

How many of you:

a. Think that it's all right for boys to cry?

b. Think that it's all right for girls to cry?

c. Think that participating in sports is more important for boys than for girls?

d. Think that the father should be the "boss" of the household and should have the final word when family disputes occur?

e. Think that it's important for men to be emotionally stronger and tougher than women?

f. Would want to be friends with a boy who is a ballet dancer?

g. Think that a woman could handle being principal of a large junior high school?

h. Have parents who both work outside the home?

i. Would think it's all right for your father to stay home as a househusband if that's what he wants to do?

j. Would like to see boys on your school's cheerleading team?

k. Have ever changed a baby's diaper?

l. Would like to see more men teaching in elementary school?

m. Think that being a nurse is a good job for a woman?

n. Think that being a nurse is a good job for a man?

o. Would not like it if you saw a female business executive dictating a letter to a male secretary?

p. Think that men usually die younger than women?

q. Think that it would be more fair if a wife shared the burden of earning money for the family along with her husband?

r. Would like to bring up any children you may have in a nonsexist way?

The Home Ec Hassle

Tyrone, Alan, and Josue are each members of the high school football team. They are also practical boys who think that it is important to be self-sufficient and know how to take care of themselves. They want to learn about cooking, sewing, and child care, so they consider enrolling in the school's home economics course. They also think home ec may give them training for a variety of future careers.

They take their schedules of selected courses to the guidance counselor who does not react favorably to their taking home economics. "There are so many things to take that are important for you," he says. "Why do you want to bother with home ec? You'll probably get married and have all the cooking and sewing taken care of for you." Despite the guidance counselor's remarks, the boys enroll in the home economics class. They expect to take some kidding, but they are surprised at the intensity of the reaction. One of their football teammates, Dwight Burton, leads a group of students in continually teasing and badgering them. Dwight starts a fad of "happy homemaker" jokes, pins aprons on the boys' uniforms, and calls the boys the "sewing circle."

Tyrone's girlfriend, Sally, has always enjoyed the prestige of going out with a star football player. This new turn of events is not at all to her liking. She doesn't want to be associated with the butt of a joke, and she says that if Tyrone doesn't quit home ec, she's going to quit him.

The football coach is upset by all the problems that this home economics course is causing. He feels that it is responsible for low team morale and calls the boys in for a conference. "Look," he says, "I'm running a football team, not a sewing circle. Now why don't you drop the home ec course before this happy homemaker thing gets out of hand." When the school principal hears of the issue, she makes it clear to the boys that they have a right to take home ec and she will support that right.

Tyrone is shook up by the happy-homemaker hassle, decides it's not worth upsetting the coach and the team, and drops the course. Alan concludes that he really wants to take home economics. He decides to ignore the teasing and stay in the class. Josué is so angry about the pressure being put on him that he quits the football team and joins a group of high school students who are forming a new club for men's and women's liberation.

Lesson 2: The Male Role Stereotype

Student Objectives

1. To identify the characteristics of the male role stereotype.
2. To identify some of the problems and sacrifices that result from conforming to the male role stereotype.

Learning Concepts

1. The male role stereotype includes the following elements: suppressing emotions, developing an intense commitment to competition and winning, projecting a tough image, and working in an occupation considered appropriate for men.
2. As boys and men try to fulfill these sex role expectations, they encounter two types of problems:
   a. Some males simply are not comfortable with the characteristics that society says they should have.
   b. Some men emphasize these characteristics to such an extent that they become destructive.
3. Males who do conform to this sex role stereotype encounter a number of problems which inhibit their personal relationships, sense of fulfillment, and physical health.

Materials

Ditto copies of:

"The Male Sex Role Stereotype"
"Sentence Completions"

Structuring the Learning Activity

1. Distribute and ask students to read "The Male Sex Role Stereotype."
2. After the students have completed the reading, conduct a class discussion.
   a. What are the characteristics of the male sex role stereotype? Can you think of examples of men on television shows who demonstrate the characteristics of the male sex role stereotype? Who and how?
   b. What are the costs of the male sex role stereotype? Can you think of boys or men whom you know personally who are paying the cost of conforming to this stereotype? Give examples.
3. Distribute "Sentence Completions" and ask students to complete the sentences according to their own personal views.
4. After the sentences are completed, conduct a class discussion comparing student answers. Ask students to explain the reasons behind their answers. Ask the students to try to differentiate between those answers which reflect the male stereotype and those which recognize individual differences.

Alternate Activity

The sequence of activities could be altered in the following manner:

1. Hand out copies of "Sentence Completions" and ask the students to complete the sentences according to their personal beliefs.
2. Distribute and ask students to read "The Male Sex Role Stereotype."
3. Conduct discussion as outlined in "Structuring the Learning Activity."
4. Ask students to look at their answers on the "Sentence Completion" exercise. Ask them to label their responses "stereotype" and "nonstereotype." Conduct a discussion comparing student responses. Allow time at the end of class for students who want to modify or change their original responses.

The Male Role Stereotype

When you first consider that many men now feel that they are victims of sex role stereotyping, your natural response might be: "Are you kidding? Why should men feel discriminated against? Men have the best jobs; they are the corporation presidents and the political leaders. Everyone says, 'It's a man's world.' What do men have to be concerned about? What are their problems?"

It is obvious that men hold most of the influential and important positions in society, and it does seem that many men "have it made." The problem is that men pay a high cost for the ways that they have been stereotyped and for the roles that they play.

To understand why many men and women are concerned, we need to take a look at the male role stereotype. Here is what men who conform to the stereotype must do:

Code of Conduct: The Male Role Stereotype

1. Act "Tough"
   Acting tough is a key element of the male role stereotype. Many boys and men feel that they have to show that they are strong and tough, that they can "take it" and "dish it out" as well. You've probably run into some boys and men who like to push people around, use their strength, and act tough. In a conflict, these males would never consider giving in, even when surrender or compromise would be the smartest or most compassionate course of action.
2. Hide Emotions
   This aspect of the male role stereotype teaches males to suppress their emotions and to hide feelings of fear or sorrow or tenderness. Even as small children, they are warned not to be "crybabies." As grown men they show that they have learned this lesson well, and they become very efficient at holding back tears and keeping a "stiff upper lip."
3. Earn "Big Bucks"
   Men are trained to be the primary and often only source of income for the family. So men try to choose occupations that pay well, and then they stick with those jobs, even when they might prefer to try something else. Boys and men are taught that earning a good living is important, so important that a man who doesn't earn "big money" is considered inadequate in meeting society's expectations of what a "real man" should do. In fact, men are often evaluated not on how kind or compassionate or thoughtful they are, but rather on how much money they make.
4. Get the "Right" Kind of Job
   If a boy decides to become a pilot, he will receive society's stamp of approval, for that is the right kind of a job for a man. But if a boy decides to become an airline steward, many people would think that quite strange. Boys can decide to be doctors, mechanics, or business executives, but if a boy wants to become a nurse, secretary, librarian, ballet dancer, or kindergarten teacher, he will have a tough time. His friends and relatives will probably try to talk him out of his decision, because it's just not part of the male role stereotype.
5. Compete — Intensely
   Another aspect of the male role stereotype is to be super-competitive. This competitive drive is seen not only on athletic fields, but in school and later at work. This commitment to competition leads to still another part of the male stereotype: getting ahead of other people to become a winner.
6. Win — At Almost Any Cost
   From the Little League baseball field to getting jobs that pay the most money, boys and men are taught to win at whatever they may try to do. They must work and strive and compete so that they can get ahead of other people, no matter how many personal, and even moral, sacrifices are made along the way to the winner's circle.

Those are some of the major features of the male stereotype. And certainly, some of them may not appear to be harmful. Yet when we look more closely, we find that many males who do "buy" the message of the male role stereotype end up paying a very high price for their conformity.

The Cost of the Code: What Men Give Up

1. Men who become highly involved in competition and winning can lose their perspective and good judgment. Competition by itself is not necessarily bad, and we've all enjoyed some competitive activities. But when a man tries to fulfill the male stereotype, and compete and win at any cost, he runs into problems. You've probably seen sore losers (and even sore winners) — sure signs of overcommitment to competition. Real competitors have trouble making friends, because they're always trying to go "one-up" on their friends. And when cooperation is needed, true-blue competitors have a difficult time cooperating.
   The next time you see hockey players hitting each other with their hockey sticks or politicians or businessmen willing to do almost anything for a Senate seat or a big deal, you know that you are seeing some of the problems of the male sex role stereotype: an *over*commitment to competition and the need to win at any cost.
2. Hiding emotions can hurt. For one thing, hiding emotions confuses people as to what someone's real feelings are. Men who hide their emotions can be misunderstood by others who might see them as uncaring and insensitive. And men who are always suppressing their feelings may put themselves under heavy psychological stress. This pressure can be physically unhealthy as well.
3. The heavy emphasis that the male stereotype puts on earning big money also creates problems. Some men choose careers they really do not like, just because the job pays well. Others choose a job which at first they like, only later to find out that they would rather do something else. But they stay with their jobs anyway, because they can't afford to earn less money.
   And, in trying to earn as much as possible, many men work long hours and weekends. Some even take second jobs. When men do this, they begin to lead one-track lives—the track that leads to the office or business door. They drop outside interests and hobbies. They have less and less time to spend with their families. That's one reason why some fathers never really get to know their own children, even though they may love them very much.
4. Many men who are absorbed by competition, winning, and earning big bucks pay a terrible price in terms of their physical health. With the continual pressure to compete, be tough, earn money, with little time left for recreation and other interests, men find themselves much more likely than women to fall victim to serious disease. In fact, on the average, men die 8 years sooner than women. Loss of life is a high cost to pay for following the code of the male role stereotype.
5. Those boys and men who do not follow the male code of conduct may also find their lives more difficult because of this stereotype. For example, some boys choose to become nurses rather than doctors, kindergarten teachers rather than lawyers, artists rather than electricians. Social pressure can make it terribly difficult for males who enter these nonstereotyped careers. Other boys and men feel very uncomfortable with the continual pressure to compete and win.
   And some boys do not want to hide their feelings in order to project an image of being strong and tough. These males may be gentle, compassionate, sensitive human beings who are puzzled with and troubled by the male role stereotype. When society stereotypes any group—by race, religion, or sex—it becomes difficult for individuals to break out of the stereotype and be themselves.

Now you are aware of just what the male sex role stereotype is, and you know some of the problems it can create. As you go through the other lessons in this unit, you will be able to understand and judge the social pressures placed on you to conform to stereotypes. And with this understanding, you will have a better chance to make your own decisions about the kind of person you want to be.

Sentence Completions

1. A boy who is not good at sports _____

2. When I see a man teaching in elementary school, I _____

3. Young boys should/should not be allowed to play with dolls because _____

4. The hardest thing about being a boy is _____

5. The best thing about being a boy is _____

6. The last time I remember seeing a man cry was _____

7. A good job for a man is _____

8. Boys should/should not help around the house with cooking and cleaning because _____

9. In general, men do/do not lead happier lives than women because _____

10. A sissy is _____

11. A tomboy is _____

12. It is/is not worse for a boy to be a "sissy" than for a girl to be a "tomboy" because _____

Lesson 3: Pressure Point—It's Not All Right To Cry

Student Objectives

1. To identify different ways in which men suppress emotions.
2. To compare and contrast how males and females show or avoid showing emotions.
3. To be aware of the consequences of suppressing emotion.
4. To analyze personal patterns for expressing or suppressing emotions.

Learning Concepts

1. Sex role stereotyping encourages males to hide feelings associated with fear, sorrow, and tenderness, and encourages females to express such emotions.
2. Consistently suppressing one's emotions may have adverse effects on psychological health and interpersonal relations.
3. Individuals may have stereotyped behavior patterns for expressing or hiding emotions.

Materials

Ditto copies of:

"Observation Sheet"
"Role Playing Situations"
"Pattern Detector"

Structuring the Learning Activity:

1. Ask for six volunteers, three boys and three girls, to take part in the three role plays described below. Do not provide any background information concerning the purpose of the role-play situations. Read each role-play situation and instruct the students to improvise how they would behave in that particular situation. Distribute the "Observation Sheet." Students should perform the role plays consecutively without any class discussion between them. After each role play, however, tell the students to answer the appropriate questions on the "Observation Sheet."
2. After the three role plays are completed and the observation sheets have been filled out, tell the students that the role-play situations were set up to bring out potential differences in the ways males and females have been taught to show or hide their feelings. Remind students that hiding emotions, particularly those emotions concerned with fear, sorrow, compassion, and tenderness, is a key element in the male role stereotype.
3. Conduct a class discussion.
   a. Did the male and female in the role play "Bat" react differently to their unwelcome guest? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid expressing fear or worry?
   b. Did the female and male in the role play "Baby" respond differently to the wide-awake infant? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid treating the baby tenderly? Did he avoid playing with and caring for the child?
   c. Did the female and male volunteer in the role play "Love Story" respond differently to the sad movie? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid crying? Did he express his feelings in other ways?
   d. What are some words or phrases that encourage you to hide your feelings? (*To the teacher:* Examples might be: "Keep cool"; "Keep a stiff upper lip"; "Act your age—don't cry"; "Only sissies cry.") Are these expressions used more often with boys than with girls?
   e. What are some of the positive consequences of hiding your feelings? (*To the teacher:* Some points to bring out include: Other people will think you're in charge of the situation if you hide your feelings. People may learn to rely on you and look to you for leadership).

f. What are some of the negative consequences of hiding your feelings? (*To the teacher:* Some points to bring out include: When you hide your real feelings, you are not communicating openly and honestly with others. Suppressing your feelings can be a severe psychological burden. When you consistently hide your emotions, you may lose touch with how you really feel about things. Others may regard you as cold and lacking compassion.)

4. Distribute "Pattern Detector." Ask students to fill out the pattern detector as accurately and honestly as they can.
5. Divide the class into support groups of no more than five students to a group. Tell students that a support group is a place where students can express their reactions and where other members of the group show their respect for each individual by listening carefully and attentively. If a student does not want to share any of the responses, he or she always has the option to pass. After students have shared reactions in their support groups, tell students to think about their responses and to consider whether they have a pattern of hiding or expressing their feelings and whether this is a pattern they would like to keep or to change.

Observation Sheet

A. Role Play: "Bat"
How did Miguel act when he discovered the bat? _____

How do you think he felt? _____

How did Sharlene behave when she discovered the bat? _____

How do you think she felt? _____

B. Role Play: "Baby"
How did Kim behave when the baby woke up? _____

How do you think she felt? _____

How did Paul behave when the baby woke up? _____

How do you think he felt? _____

C. Role Play: "Love Story"
How did Maria behave as she watched the movie "Love Story"? _____

How do you think she felt? _____

How did Raymond behave as he watched the movie "Love Story"? _____

How do you think he felt? _____

Role-Play Situations

"Bat"

A. It is the beginning of sommer, and Miguel and Sharlene take a trip to their family's summer camp. It has been unused all winter, and they begin to get it ready for the summer season. They go upstairs to the attic to air it out when something flies past them. The "something" is a large bat.

"Baby"

B. Kim and Paul are at home watching television when a neighbor knocks at the door holding a 6-month-old sleeping infant. The neighbor tells them that she has run out of milk for the baby and must drive to a nearby shopping center to buy the milk and other groceries. She asks Kim and Paul if they will watch the baby for a few minutes until she returns. The neighbor assures them that the baby should sleep for at least another hour, but as soon as the neighbor leaves the baby wakes up.

"Love Story"

C. Maria and Raymond buy tickets for the movie "Love Story." The picture starts out promisingly enough as two college students, played by Ali McGraw and Ryan O'Neal, fall in love, get married, and begin to build their life together. However, the couple learns that Ali McGraw is suffering from an incurable illness and does not have long to live. The movie is a classic tearjerker.

Pattern Detector

Here are some questions that ask you to remember how you felt and how you behaved in various situations. Think back and try to remember each situation as vividly and as clearly as possible. Think about how you felt in the situation and how you acted. When you describe your feelings and actions, try to be as specific as you can.

Situation	I felt	I acted
1. The last time I was worried was when _____		
2. The last time I was scared was when _____		
3. The last time I was really proud of something I did was when _____		
4. The last time I felt very sad was when _____		
5. The last time someone came to me with his/her troubles was when _____		
6. The last time I spent time with a small child was when _____		
7. The last time I was worried about my ability to accomplish a job or assignment was when _____		
8. The last time I talked about my feelings with someone was when _____		

Lesson 4: Pressure Point — Winning

Student Objectives

1. To analyze ways in which there is heavy pressure on males to compete and win.
2. To evaluate the positive and negative aspects of this pressure to compete and win.

Learning Concepts

1. Being a winner is a key element of the male sex role stereotype.
2. There are negative as well as positive aspects to competition when there is a heavy stress on winning.

Materials

Ditto copies of:
"Championship Game"

Structuring the Learning Activity

1. Remind students that "beating the other guy" and being a winner is a key element of the male sex role stereotype. Suggest that males are pressured to be winners in athletic competitions.
2. Distribute and read "Championship Game." Tell the students to write an ending for the story.
3. Ask several students who completed their stories so that John won the game for the team to read their endings to the class. Ask several students who finished their stories so that John and his team lost the game to read their endings to the class. Ask any students who finished their stories so that there were no winners or losers to read their endings to the class.
4. After several endings have been shared, conduct a class discussion.
   a. How will Jimmy feel if he wins the game for Cony High? How will he be treated by his classmates? How will members of the Monroe team feel?
   b. How will Jimmy feel if he loses the game for Cony High? How will he be treated by his classmates? How will members of the Monroe team feel?
   c. Have you ever participated in an athletic event when the outcome of the game depended on you? Did you win or lose for your team? How did you feel about it?
   d. Is being a winner in sports as important for girls as it is for boys? Why or why not?
   e. In what other areas besides sports is there pressure on boys to be winners?
   f. In what areas is there pressure on girls to be winners?
   g. Have you ever felt the pressure to win and compete in areas other than sports? When? Who put the pressure on you?
5. Ask students to think about the class discussion on the "Championship Game" and about competing and winning in general. Write these two personal opinion statements on the board and ask students to complete them in writing:

   I think the best things about competition are _____
   _____
   _____
   _____

   I think the worst things about competition are _____
   _____
   _____
   _____

   Ask several of the students to read their personal opinion statements to the class. On the board, compile two lists, one including the positive aspects of competition, the other including the negative aspects of competition.

(To the teacher: Depending on the thoughtfulness of student response, you may want to introduce or emphasize the following positive and negative points about competition in class discussion.)

Positive Aspects

Competition can encourage people to achieve to their fullest potential. It helps to identify individuals who are particularly talented and competent. Competition offers a way of rewarding people who do a particularly good job. It can also lend an element of excitement and adventure to athletics and other activities.

Negative Aspects

When someone is driven to compete intensely and to be a winner at all costs, important parts of that person's character and lifestyle may be sacrificed. This kind of competitive pressure can make people anxious and unhappy. If someone is consistently a loser rather than a winner, this person can develop bad feelings about him/herself, and may even give up trying to achieve at all. There are times when competition can get in the way of cooperation, and instead of encouraging achievement, it can hamper it.

6. Here are some other questions for class discussion:
   a. Do you want to be a person who competes intensely? Do you want to be the best at whatever you try to do? What are the good points about being this kind of competitor? What are the costs of being this kind of competitor?
   b. Is there a way of keeping the good things about competition and getting rid of the bad aspects of competition?
   c. The well-known football coach, Vince Lombardi, has said: "Winning is not the most important thing. It's the only thing." Do you agree with this statement? What would be the positive aspects of that attitude toward winning? What would be the negative aspects of that attitude toward winning? In our society, does this kind of pressure to win apply more to males than to females? Why or why not?
   d. For the most part, would you rather participate in activities in which winning is important or in activities in which winning is not important? Why?

Followup Activity

1. Tell the students to make a list of all the games they can think of in which winning is important. Tell them to make another list that includes all the games they can think of in which winning is not important. Conduct a discussion about which list is longer and why.

2. In all likelihood, the list in which winning is important will be longer because most of our games are structured so that there will be winners and losers. Tell the students to work individually or get together in small groups to see if they can develop an interesting game in which there are no winners and no losers. Have students play some of these loser-less games and discuss whether or not they were interesting and enjoyable.

Championship Game

Instructions: Read this story and then write an ending for it.

It is the championship basketball game between Cony High and Monroe High, two teams who have been traditional rivals for many years. The score is 88 to 87 in favor of Monroe, when the ball is passed to Jimmy Jones, Cony's star player. Jimmy knows that, with only a few seconds left to play, the game's outcome rests with him. In one corner of his mind, he hears the Cony cheerleaders shouting encouragement, and the noise from the bleachers seems to be deafening. Then the noise and the cheering fade into the background. Jimmy takes aim and lets the ball go. The overflow crowd is suddenly quiet as the ball hovers on the basket and then _____

Lesson 5: Pressure Point — Acting Tough

Student Objectives

1. To identify different ways in which men act tough.
2. To analyze personal behavior patterns for elements of this acting-tough syndrome.
3. To identify elements of the acting-tough syndrome in various societal institutions.
4. To identify some of the consequences of acting tough.

Learning Concepts

1. In each individual there may be elements of the acting-tough syndrome.
2. The acting-tough syndrome affects the direction of many societal institutions.
3. Acting tough may have adverse consequences on one's personal well-being and the well-being of others.

Materials

Ditto copies of:
"Tough Guys"
Several copies of newspapers or news magazines.

Structuring the Learning Activity

1. Remind students that acting tough is a key element of the male role stereotype. It involves making a big show of one's strength, toughness, and ability to dominate others. It also involves "taking it," refusing to give in even when capitulation would be the most rational and humane course of action.
2. Distribute "Tough Guys." Tell students to read the brief story and then write their answers to the questions following the story.
3. Conduct a class discussion. Ask students to share their answers to questions 1 to 5. Depending on the thoughtfulness of student response, you might want to bring out the following points when discussing question 2: Key elements of "acting tough" in this story are:
   are:
   a. Laying claim to one's own territory or turf.
   b. Throwing weight around. Trying to boss and dominate others.
   c. Projecting a machismo image; acting strong and tough.
   d. Using violent means to solve a problem.
   e. Making no attempt to resolve conflict peacefully.
   f. Being able to "take it." Refusing to give in even when capitulation is the most rational and humane course of action.
   g. Trying to "dish out" worse than you get. Seeking revenge.
4. Tell students to break up into their support groups and share their responses to question 6 in these small groups. Remind the class that a support group is a place where students get a chance to share their experiences and express their reactions. It is important for support group members to listen attentively to each other and respect one another's contributions. Also, remind students that they always have the option to pass if they so wish.
5. After students have had a chance to share their experiences in their support groups, tell them to think about how female responses may have differed from male responses. Also, tell them to think about how they might want to change any elements of acting tough in their own personal behavior patterns.
6. Distribute a newspaper or news magazine to each support group. Tell students that many people who have important roles in society frequently demonstrate elements of acting tough. Ask students to skim the paper or magazine and to identify two examples of local, state, national, or world leaders acting tough. Students should clip or copy these examples.

7. Ask each group to share their examples with the class. They should discuss the following questions:
   a. In what way do these quotes demonstrate elements of acting tough?
   b. How might events have turned out differently if people had not been so concerned about acting tough?
   c. In what other areas of society do people demonstrate "acting tough"? If possible, give specific examples.
8. Ask students to collect pictures and quotes of people in politics, business, sports, the military, the media, and other areas that demonstrate elements of the acting-tough syndrome. Post these on a "Tough Guys" bulletin board.

Tough Guys

Harry Conn and a group of his friends were heading to the empty lot behind the Eastern Avenue Apartments for an afterschool baseball game. They were used to practicing on the field every day, so they were surprised to see that it was already occupied. Jimmy Nagel and a group of boys from a neighboring high school were already in the middle of a game.

"Hey, what are you doing on this field?" Harry shouted. "This our turf — so buzz off."

"You got a deed of ownership?" Jimmy and his friends laughed. "Anyway," Jimmy continued, "possession is nine-tenths of the law. We're here — and we're staying."

"You creeps!" Harry was getting really angry now. "You better clear out now if you know what's good for you. This is our final warning.'

Jimmy, not moving from the pitcher's mound where he was stationed, called back, "Sounds to me like all bark and no bite. You want us to get off, huh? Well then, make us!"

Harry and his friends could not let that kind of challenge go by. They moved onto the baseball field, and Harry headed straight for Jimmy Nagel. Harry was a good deal taller than Nagel, and he figured his opponent would be a pushover. Consequently he was amazed to find himself, only a few minutes later, flat on his back, Jimmy on top of him, pinning his arms to the ground.

"OK, punk," Jimmy taunted. "I guess this proves who has the right to this field. Now be a good boy and say 'uncle,' and I might let you up."

More than anything, Harry wanted to get free of Nagel's hold, and get him back. "Make me," he muttered.

"You asked for it." Jimmy gave a quick sharp turn to Harry's wrist. "Say 'uncle.' "

Harry shut his eyes, and said nothing. He gritted his teeth and pretended as hard as he could that he was somewhere else.

"C'mon, say 'uncle.' " Another sharp turn to the wrist.

Harry felt like he was entering a deep well of pain. "Make me."

Jimmy was getting restless. He was also getting a little worried about doing any serious damage to the boy pinned beneath him. "OK, punk. I'm gonna let you go this time. But watch out when you see Jimmy Nagel coming because next time you may not be so lucky."

Harry, his clothes torn and his eye swollen closed, wanted nothing more than to slip into the house unnoticed that evening. As luck would have it, he almost walked smack into his father coming home late from work.

"Whew . . .," his father gave a long, slow whistle. "Must've been some brawl. Boy, I'd sure like to see the other guy. Just as long as you gave better than you got, son. That's all that matters."

1. How do you think Harry responded to his father? Write down his answer.

_____

_____

2. There are many elements of "acting tough" in this scene. List as many of these elements as you can.

_____

_____

_____

3. How might this conflict have been avoided? Rewrite the dialogue at a point where the fight could have been stopped. _____

_____

_____

_____

4. Were there positive payoffs for acting tough? _____. If so, what were they?

_____

_____

_____

5. Do girls ever act tough? If so, in what kinds of situations?

_____

_____

6. Think back to the last time you were a "tough guy" or a "tough girl." Then complete the following sentences as honestly and as accurately as you can.

The last time I acted tough was when _____

_____

_____

If I could live that situation over again, I would/would not act differently because _____

_____

_____

Lesson 6: Going to the Source

Student Objectives

1. To analyze different sources in our society that may promote and reinforce sex role stereotyping.
2. To compare and contrast ways that these sources portray sex role stereotypes.
3. To identify situations in which these sources have influenced your personal decisionmaking.

Learning Concepts

1. Society has several mechanisms for channeling males and females into sex-stereotyped behavior.
2. From television, magazines, friends, and relatives, children learn about society's expectations for traditional sex role behavior.
3. Each of us is influenced by these sources of sex role stereotyping.

Materials

Ditto copies of:

"Going to the Source: Television Commercials"
"Going to the Source: Television Programs"
"Going to the Source: Magazines" (worksheet and summary sheet)
"Going to the Source: Personal Interviews"

Structuring the Learning Activity

1. Explain to students that sex role stereotyping is taught in many ways and comes from many sources. Tell students that they will get a chance to go directly to some of these sources to see how these stereotypes are taught.
2. List "television," "magazines," and "personal interviews" on the board. Tell students to choose from these three the source of sex role stereotyping they would like to analyze. Make certain that each of the three areas has both female and male students represented.
3. Have the students form three groups according to the stereotyping source they have selected.
4. Distribute the appropriate worksheets to each group. Give students some time to read the directions and plan their strategy for analyzing their sex role stereotyping source. The planning groups should consider such factors as:

   Television: Who will analyze which channels? Which nights and times will be viewed? Make certain that the Public Broadcasting Network is also analyzed. Which student or students will be responsible for summarizing the group's findings? Will each student record both commercials and programs?

   Magazines: Who will analyze which magazines? Which student or students will be responsible for summarizing the groups findings?

   Interviews: All age groups and both sexes should be interviewed. Which students will take responsibility for the different age groups and sexes? Which student or students will be responsible for summarizing the group's findings?
5. Inform students that in 3 days each group will report on its findings. Tell the groups that they will have time to meet during the next few days, report on their progress, iron out any potential difficulties, and make plans for the summary presentation.
6. After each group has a chance to give a summary of its findings, conduct a class discussion:
   a. How are the male sex role stereotypes in television, magazines, and personal interviews similar? How are they different?
   b. What words and phrases would you use to describe the male role stereotype you found?
   c. Were there any exceptions to the stereotype?
   d. How were the female sex role stereotypes in television, magazines, and personal interviews similar? How were they different?

e. What words and phrases would you use to describe the female sex role stereotype?
f. Were there any exceptions to this stereotype? Where were they found?
g. How accurately do these stereotypes reflect what you are like? How accurately do they portray males and females that you know?
h. Which do you think is the most powerful in channeling people to conform to sex role stereotypes: (1) television, (2) magazines, (3) people you interact with on a daily basis? Why?
i. *(To the teacher:* If you wish, questions *i* and *j* may be answered in the students' support groups.) Think back to a time when one of these three sources encouraged you to make a sex-role-stereotyped decision. Share the situation as honestly and as accurately as you can.
j. Think back to a time when one of these sources encouraged you to make a nonstereotyped decision. Share the situation as honestly and as accurately as you can.
k. What can you do to change sex role stereotyping in these three sources?
l. What other sources can you identify that promote sex role stereotyping?

Going to the Source: Television Commercials

Directions

Your television viewing for the next day will be not only relaxing, but also part of your homework. Watch as many television commercials as possible and fill out a chart like the one below for each commercial you analyze. If possible, try to analyze some commercials that sponsor shows for young children.

Commercial for _____

Program _____

Main Characters	Males	Females
Physical appearance		
Personality Characteristics		
Activities in which the character is involved		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions: How does this commercial promote or inhibit sex role stereotyping for men? For women?

Suggested Activity for Reporting: Recorded Medley

If you have a tape recorder available, you might record some of the TV commercials that you think are most powerful in reinforcing or inhibiting sex role stereotypes. Your group may wish to play some of these when it summarizes its findings for the class. A good idea might be to prepare a recorded medley of stereotyped and nonstereotyped television commercials.

Going to the Source: Television Programs

Directions

View as many television shows as possible and complete the following chart for each one. Be sure to analyze some shows that are viewed by young children.

Program_____

	Important male characters	Important female characters
Names of leading characters		
Personality characteristics		
Most frequent activities		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions: How does this program promote or inhibit sex role stereotyping for men? For women?

Suggested Activity for Reporting: Role Plays

If you wish, you may want to role play for the class one or two scenes from these shows that you and your group feel are most powerful in reinforcing or inhibiting sex role stereotypes. Be sure to explain to the class why you have selected these scenes and what you feel they demonstrate.

Going to the Source: Magazines—Worksheet

Directions

For each advertisement in the magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Advertisements you think are directed to women:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Going to the Source: Magazines—Summary Sheet

Name of magazine _____

Intended audience _____

Total number of advertisements: _____

Number directed to men: _____

Number directed to women: _____

List the activities illustrated in the advertisement.

Advertisements Directed to Men	Advertisements Directed to Women

Count the number of characters and the types of dress (e.g., casual, businesslike, formal, sportwear.)

Advertisements Directed to Men	Advertisements Directed to Women

List the products advertised.

Advertisements Directed to Men	Advertisements Directed to Women

List the advertising messages.

Advertisements Directed to Men	Advertisements Directed to Women

Key Questions: What are the major "messages" for males? For females? How do advertisements promote or free people from male sex role stereotyping? From female sex role stereotyping?

Suggested Activity for Reporting: Collages

Select magazines that you can cut up. Cut out pictures, advertisements, and story headlines that most clearly and powerfully demonstrate male and female sex role stereotyping. Arrange these cutouts so that they combine to form two images—one of the male sex role stereotype and another of the female sex role stereotype. After your arrangements have been made, paste them onto a piece of heavy cardboard. Share these collages with the class and explain why you selected the various pictures and headlines. If you wish, you can also make a collage of non-sex-stereotyped material that you found in your magazine search.

Going to the Source: Personal Interviews

Directions

Choose several different people to interview. Try to interview both males and females, and people you don't know well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Then complete the following interview form. Read each question, but do not rephrase any. Each person will answer the exact question as well as he or she can.

1. Sex: _____

2. Age range: Under 10 _____

   11 - 18 _____

   19 - 30 _____

   30 - 50 _____

   Over 50 _____

3. What is a "real man"? _____

   _____

4. What is a "real woman"? _____

   _____

5. What are some good jobs for women in our society?

   _____

   _____

6. What are some good jobs for men in our society?

   _____

   _____

7. In marriage should the man or the woman have the leadership role?

   _____

8. Would you vote for a qualified woman to be President of the United States?

   _____

9. Do you think that it's all right for women to cry in public? _____

For men to cry in public? _____

After the interview is completed, analyze the responses and answer the following questions:

1. What are the key types of sex-stereotyped thinking that emerged in this interview?

2. What are the key types of non-sex-stereotyped thinking that emerged in this interview?

Suggested Activity for Reporting: Tape-Recorded Interview

If possible, tape-record some of your interviews. Then play selected interviews or parts of interviews to the class. Explain why you chose these selections and how they reflect stereotyped or nonstereotyped thinking.

Be sure to ask permission of the person you are interviewing before you do any tape recording. Also, tell that person that the recorded interview may be played before your class at school.

Lesson 7: Opportunity Knocks: A Game for Overcoming Stereotypes

Student Objectives

1. To review some examples of sex-stereotyped situations.
2. To consider examples of individual actions which may be taken to counteract sex role stereotyping.

Learning Concepts

(Note: In addition to the concepts listed below, this lesson is a summarizing activity and serves to review several of the concepts of previous lessons.)

1. In contemporary society, there are numerous pressures that encourage and reinforce sex role stereotypes.
2. In order to resist these numerous pressures encouraging sex role stereotyping, individuals have the right to make independent decisions and take positive, personal action.

Materials

Ditto copies of the gameboard and the various sets of cards ("Free From Stereotype," "Opportunity Knocks," and "Pressure Point"). You should have one set of all game materials available for every two, three, or four students in your class (depending on how many students you want playing on each gameboard).

Assemble game boards.

Cut out the cards and stack them in three piles: "Free From Stereotype," "Opportunity Knocks," and "Pressure Point."

Select a system for having the students move along the gameboard. Use any or all of the following suggestions:

1. Ask the students to bring the dice and/or spinners from games at home. Students can spin the spinner or roll one die to determine how many spaces to move.
2. Cut out strips of paper numbered 1 through 6 and place them in a container. Students can pick out pieces of paper with the number of spaces they should move.
3. Construct a number of spinners. This can be done with paper fasteners and heavy paper or cardboard. On a sheet of paper, draw a circle and divide it into six even slices. Number them 1 to 6.

Push a paper fastener through the center and then bend the prongs.

You now have a game spinner.

You need one spinner, one die, or one set of six numbered slips of paper for each group of students.

A button, coin, paper clip, etc., can be used by each student as his/her playing pieces.

43

Structuring the Learning Activity

1. Divide the class into groups of two, three, or four players and distribute the game materials. Make certain that at least one boy and one girl are in each group.
2. Read the directions aloud. Be sure to emphasize that this game is not a competition between students. There can be several winners as well as losers. The objective is to accumulate at least five "Free From Stereotype" (FFS) cards by the game's end.
3. The game should easily be completed within 30 minutes. Individuals who finish earlier can play a second game.
4. During the game, you can serve as a facilitator for students with questions. You may also be asked to arbitrate the answers to questions from the "Opportunity Knocks" cards.
5. After the game is completed, ask for student reactions. Some of the issues which should come out of the discussion are:
   a. Traditional forces in society tend to reinforce sex role stereotyping and reduce the ability of individuals to leave the sex-stereotyped role. Television, peers, instructional materials, etc., often serve to reinforce sex role stereotypes. Note that there are exceptions to this generalization.
   b. Independent action is needed to reduce the effects of sex typing on individuals and on society.
   c. Ask in what ways the negative social pressure cards in the game are similar to the social pressures in the real world. In what way does the game fall short of accurately describing sexist pressures? How well does the game reflect individual action students can take to eliminate sex role stereotyping? What changes might be made to improve the game?
   d. Ask the students to describe any actions that they could take to avoid being sex stereotyped. What independent actions could add to their real-life FFS cards?

Opportunity Knocks: A Game for Overcoming Stereotypes

Game Instructions

"Opportunity Knocks" reflects the way social pressure is applied to promote sex role stereotypes. The game also shows how individual decisions and actions can reduce and eliminate sex role stereotyping. In this game you will have a chance to use the information that you have learned in previous lessons to turn off the pressure and liberate your decisions.

Objective

Many sources, such as television, friends, and school, pressure you into conforming to sex role stereotypes. The objective of this game is for you to consider individual actions which can be taken to reduce sex role stereotyping.

You show that you are able to recognize sex stereotyped behaviors if, by the end of the game, you reach the "overcoming stereotypes" space with at least five "Free From Stereotype" (FFS) cards. You have a chance to collect these cards when you land on "Opportunity Knocks" spaces. When you land on "Pressure Point" spaces, you sometimes will gain "Free From Stereotype" cards—and sometimes you will lose them.

Remember, you need to earn five FFS cards to demonstrate that you are aware of sex role stereotypes and the actions you can take to overcome them.

Directions

The gameboard represents the first 18 years of your life, from the hospital delivery room through high school. As you move around the board, you must follow the instructions of the space you land on. There are different kinds of spaces.

Free Spaces

When you land on a free space, you draw no cards and simply wait your next turn.

Short Cut, Long Cut

There is a short cut space, which saves you time, and a long cut space, which makes you go back several spaces. If you land on these spaces by exact count, you must take the short or long cut, as the board indicates.

Go Ahead, Go Back Spaces

Some spaces tell you to go ahead or back a specific number of spaces. Follow these directions if you land on one of these spaces by exact count.

Pressure Point Spaces

When you land on a "pressure point" space, you are to draw a "Pressure Point" card (PPC). Sometimes these cards describe social pressures that society may impose to reinforce sex role stereotyping. If you draw a negative "Pressure Point" card, it will cost you one of your "Free From Stereotype" cards.

Other "Pressure Point" cards describe situations in which you avoid social pressure and take a non-stereotyped course of action. In these cases, you gain a "Free From Stereotype" card.

Opportunity Knocks Spaces

When you land on an "Opportunity Knocks" space, another player will draw a card from the "Opportunity Knocks" deck, and read the question on the card to you. These questions are about male role stereotyping and sex role stereotyping in general. If you are able to answer the question accurately, you will gain two "Free From Stereotype" cards. These "Opportunity Knocks" cards are very important. They give you the chance to demonstrate your knowledge about sex stereotyping and the actions you can take against sex role stereotypes.

See your teacher if there are any disputes about the answers to these questions.

What happens if more than one player gets five or more "Free From Stereotype" cards?

That's great! The more awareness of stereotyping and the actions that can be taken to overcome them the better. Remember, the goal of the game is not to beat somebody else. It is to check your own awareness. Each player with five or more FFS cards has reached his or her personal goal.

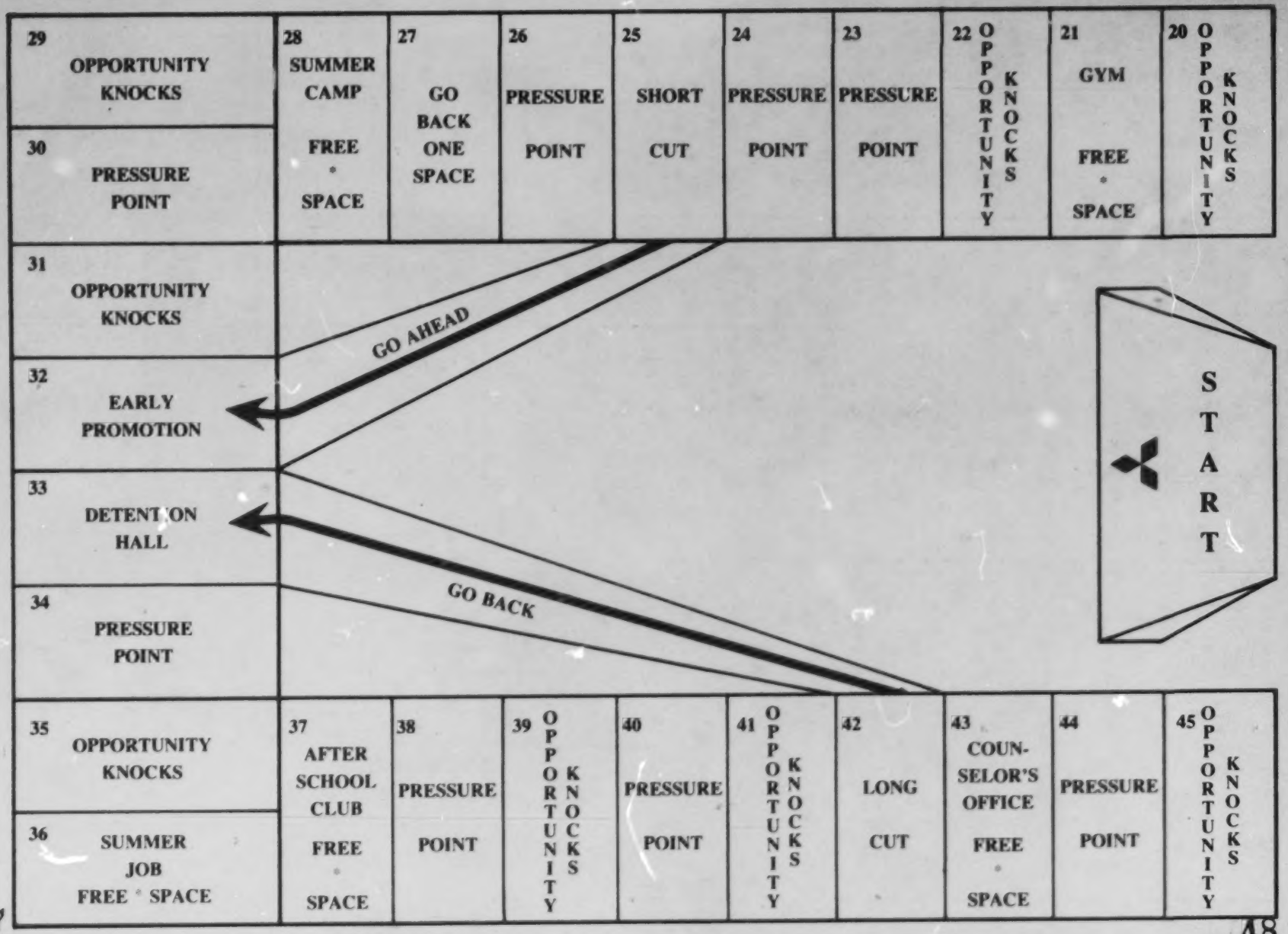
What happens if you give up all your "Free From Stereotype" cards?

If you are unaware or if social pressures make a victim of you, you may lose all your FFS cards. If you do, you may have to go into debt and borrow five more FFS cards. Just keep score of how many you have borrowed and remember to pay back your debt at the end of the game.

Don't give up hope!

What happens now?

Shuffle the "Pressure Point" cards and the "Opportunity Knocks" cards and put them in two separate piles by the gameboard. Put the FFS cards in another pile. Decide who goes first. Use the spinner or dice or whatever method your teacher has provided to determine how many spaces you move. Then follow the directions on each space. See if you recognize social pressures and overcome stereotypes.


29 OPPORTUNITY KNOCKS
30 PRESSURE POINT
28 SUMMER CAMP FREE * SPACE
27 GO BACK ONE SPACE
26 PRESSURE POINT
25 SHORT CUT
24 PRESSURE POINT
23 PRESSURE POINT
22 OPPORTUNITY KNOCKS
21 GYM FREE * SPACE
20 OPPORTUNITY KNOCKS
31 OPPORTUNITY KNOCKS
32 EARLY PROMOTION
33 DETENTION HALL
34 PRESSURE POINT
GO AHEAD
GO BACK
START
35 OPPORTUNITY KNOCKS
36 SUMMER JOB FREE * SPACE
37 AFTER SCHOOL CLUB FREE * SPACE
38 PRESSURE POINT
39 OPPORTUNITY KNOCKS
40 PRESSURE POINT
41 OPPORTUNITY KNOCKS
42 LONG CUT
43 COUN-SELOR'S OFFICE FREE * SPACE
44 PRESSURE POINT
45 OPPORTUNITY KNOCKS

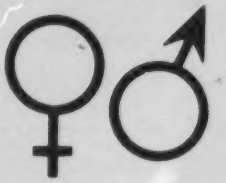
47

19 PRESSURE POINT	18 PRESSURE POINT	17 LOSE ONE TURN	16 PRESSURE POINT	15 OPPORTUNITY KNOCKS	14 KINDER-GARTEN FREE * SPACE	13 OPPORTUNITY KNOCKS	12 PRESSURE POINT	11 GO AHEAD ONE SPACE
								10 PRESSURE POINT
1 MATER-NITY WARD FREE * SPACE	2 GO AHEAD	3 PRESSURE POINT	4 PRESSURE POINT	5 LOSE ONE TURN	6 SANDBOX FREE * SPACE	7 OPPORTUNITY KNOCKS	8 GO AHEAD FOUR SPACES	9 PRESSURE POINT

48

46 PRESSURE POINT	47 LOSE ONE TURN	48 PRESSURE POINT	49 GO BACK ONE SPACE	50 PRIN-CIPAL'S OFFICE FREE * SPACE	51 GO AGAIN	52 OPPORTUNITY KNOCKS	53 PRESSURE POINT	54 PRESSURE POINT

OVERCOMING



STEREOTYPES

49

50

Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
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Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype
Free From Stereotype	Free From Stereotype	Free From Stereotype

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex role stereotyped since the beginning of this unit. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex role stereotyped since the beginning of this unit. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least four characteristics of the male sex role stereotype.

Answer: Many, including acting tough, competing intensely, obsession with winning, limited occupational choices, earning a big salary, hiding emotions.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Name at least four sources of sex role stereotypes.

Answer: Television programs, television commercials, teachers, parents, newspapers, magazines, friends, counselors, employers, etc.

Value for the correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least five costs that men pay for becoming sex role stereotyped.

Answer: Many, including a loss of friendship with other males; an overcommitment to competition and difficulty in cooperating with others; the stress of hiding emotions; the feeling of being "locked in" to a particular job; a lack of time to develop non-career hobbies and interests; a lack of time to spend with family; a proneness to certain physical diseases; earlier average age of death.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You are female. You tell your guidance counselor that you are considering becoming a pilot. The counselor tells you that the job of stewardess is more appropriate for women. What would be a polite but nonstereotyped response?

Answer: There are several possibilities. You could politely tell the counselor that you're following your own interests and not sex role stereotypes.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex role stereotyped since the beginning of this unit. (If you have already answered this question, draw another card.)

Answer: There are many, many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three ways that schools may reinforce sex role stereotyping.

Answer: Many, including instructional materials, counseling, sex-segregated extracurricular activities, staffing policies (male principal-female teachers).

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: To what part of the male role stereotype do these phrases refer: "Play it Cool," "Keep a Stiff Upper Lip," "Only Sissies Cry."

Answer: Hiding emotions.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Which of the following words describe the male sex role stereotype: (1) compassionate, (2) dependent, (3) competitive.

Answer: (3) competitive.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: John Peters is a man who is driven to be the best at whatever he tries. Family, friends, hobbies, interests—all take a backseat as he strives to sell more vacuum cleaners than any other salesperson in the company. What aspect of the male role stereotype does he demonstrate?

Answer: Winning and/or competition.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly explain at least one way that suppressing emotions, which is part of the male sex role stereotype, can be harmful.

Answer: Many, including: Hiding emotions presents a false image to others of what you are really like. Hiding emotions can make you lose touch with how you really feel about things. Hiding emotions causes stress and may be unhealthy.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three occupations that are sex role stereotyped as more appropriate for men than for women.

Answer: Many, many, including pilot, business executive, doctor, plumber, electrician, construction worker.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three occupations that are sex role stereotyped as more appropriate for women than for men.

Answer: Many, including elementary school teacher, nurse, secretary, homemaker.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You and your friend are watching your younger brother who is 5 years old. He has just gotten into a squabble with some neighborhood children and comes home in tears. Your friend says to him, "Don't be a sissy. Only girls cry." What would be a polite but non-stereotyped response?

Answer: There are many possibilities. You might suggest that both boys and girls cry and that always hiding emotions can have harmful effects.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly define sex role stereotyping.

Answer: Sex role stereotyping is the assumption that people who share a common gender also share a common set of abilities, interests, values, and roles.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly explain at least three characteristics of "acting tough," which is part of the male sex role stereotype.

Answer: Many, including: trying to dominate; acting strong; using violence; avoiding peaceful solutions; being able to "take it"; being able to "dish it out"; refusing to give in even when surrender or compromise is the most reasonable and compassionate course of action.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Give an example of how television programs stereotype men and an example of how television programs stereotype women. Be specific in explaining each one.

Answer: The answer must include specific programs as well as specific ways the programs stereotype. Since many TV shows do stereotype men and women, it is important that the answers be specific as to how they are stereotyped.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least two ways that competition, which is part of the male sex role stereotype, has a negative impact on individuals.

Answer: Competition can lead to anxiety, a disregard for the rules in order to win, poor self-image for someone who is constantly a loser, a lack of a cooperative spirit, insensitivity to the feelings of others.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Cite two television commercials that use sex role stereotypes. Describe how either men or women are stereotyped by these commercials. Be specific as to the particular commercial and the specific way that it promotes stereotypes.

Answer: Make certain that the answer is specific and describes precisely how men and women are sex role stereotyped.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You are male. You tell your guidance counselor that you are thinking about teaching elementary school. The counselor suggests that you become an elementary school principal. What would be a polite bu...nstereotyped response?

Answer: There are several possibilities. You could politely tell the counselor that you're following your own interests and not sex role stereotypes.

Value for correct answer: Two FFS cards.

"Pressure Point" Card

You are a male. You have a lot of school spirit and would like to try out for the cheerleading team, but you don't. You think that it won't "look right" for a boy to be a cheerleader.

Lose one FFS card.

"Pressure Point" Card

You are a female. You would like to try out for the baseball team but you don't because you think that it would not be a "feminine" thing to do.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your teacher disciplines the boys much more harshly than the girls, but you don't say anything because you want to show the other guys that you can take it.

Lose one FFS card.

"Pressure Point" Card

You are a female. Your teacher seems to pay more attention to boys than to girls. But you don't say anything because you don't want to take the chance of jeopardizing your grades.

Lose one FFS card.

"Pressure Point" Card

You are a male. Although you would like to teach kindergarten, your parents tell you that a boy should go to law school.

You give up your teaching goals–and one FFS card too.

"Pressure Point" Card

You are a female. Although you would like to be a lawyer, your parents tell you that you would be better off as a kindergarten teacher.

You drop your legal ambitions–and one FFS card as well.

"Pressure Point" Card

You are a male. You've just heard some terrible news and feel like crying, but you hold it in because you don't want to be called a "cry-baby."

Lose one FFS card.

"Pressure Point" Card

You are a female. A boy you like asks you about politics. You know the answer but act as though you don't. You're afraid that if you're too smart, he might not ask you out.

Lose two IQ points and one FFS card.

"Pressure Point" Card

You are a male. You would like to take a course in cooking, but don't because you're afraid the kids will laugh at you.

Lose one FFS card.

"Pressure Point" Card

You are a female. You want to take a carpentry course, but you don't because you're afraid the kids will laugh at you.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your school has just lost the big game. You congratulate the other team—and really mean it.

Help yourself to one FFS card.

"Pressure Point" Card

You are a female. You are interested in women's liberation and decide to do something about it. You decide to join the National Organization for Women (NOW).

Take one FFS card.

"Pressure Point" Card

You are a female. You are interested in women's liberation and decide to do something about it. You decide to join the National Organization for Women (NOW).

Take one FFS card.

"Pressure Point" Card

Your are a male. Your school has just lost the big game. You congratulate the other team—and really mean it.

Help yourself to one FFS card.

"Pressure Point" Card

You are a male. You are thinking about applying for a summer job as a receptionist but you don't because you think the job is for girls only.

Lose the job—and one FFS card as well.

"Pressure Point" Card

You are a female. You are thinking about applying for a summer job as a lifeguard but you don't because you think the job is for boys only.

Lose the job—and one FFS card as well.

"Pressure Point" Card

You are a male. You've just watched the "Lieutenant Fred Frisbee Police Hour." Frisbee just went through six brutal murders–and never blinked. Frisbee is acting tough. He's a real male role stereotype.

And you lose one FFS card.

"Pressure Point" Card

You're a female. You've just watched the afternoon soap opera "As the Stomach Churns" and you've seen 12 dependent sobbing women who are waiting for men to save them from their troubles.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your parents tell you to stop crying and act like a man.

Lose one FFS card.

"Pressure Point" Card

You are a female. Your parents tell you to be neater and act more like a lady.

Lose one FFS card.

"Pressure Point" Card

You are a male. You want to take home economics, but in your school it is for "girls only."

You lose many important skills–and one FFS card.

"Pressure Point" Card

You are a female. You want to take shop, but in your school it is for "boys only."

You lose many important skills–and an FFS card.

"Pressure Point" Card

You are a male. In spite of all the suggestions from your friends, you decide to follow your own interests and become an artist instead of a businessman.

Take one FFS card.

"Pressure Point" Card

You are a female. In spite of all the suggestions from your friends, you decide to enter a pre-med program instead of a nursing program.

Take one FFS card.

"Pressure Point" Card

You have just convinced your teacher to enroll in a Title IX workshop. Title IX is the new law prohibiting sex discrimination in education.

Take one FFS card.

"Pressure Point" Card

You've just convinced your teacher to use a new textbook that documents the contributions of both men and women in American history. It also has several sections on sex role stereotyping.

Take one FFS card.

"Pressure Point" Card

You have talked your parents into ordering a subscription to Ms. Magazine.

Take one FFS card. (Share it with your family.)

"Pressure Point" Card

You just played this game with a friend to teach him/her about sex role stereotyping.

Take one FFS card.

"Pressure Point" Card

You write a letter to the editor complaining about the newspaper's sexist articles and advertisements which stereotype men and women.

Take one FFS card.

"Pressure Point" Card

You meet with your school's Title IX coordinator and plan actions to make your school a nonsexist institution. The Title IX coordinator is the person in your school system responsible for seeing that your school complies with the law and does not discriminate on the basis of sex.

Take one FFS card.

"Pressure Point" Card

You help your librarian organize a nonsexist bookshelf in the school library.

Take one FFS card.

"Pressure Point" Card

You and your friends form a male-female group to reduce sexism in your school.

Take one FFS card.

"Pressure Point" Card

Your school system has decided not to hire a female principal and a male kindergarten teacher because it "didn't seem right."

You lose one FFS card due to these stereotyped hiring policies.

"Pressure Point" Card

Magazine advertisements and TV commercials limit your options.

Lose one FFS card.

"Pressure Point" Card

Your school guidance counselor hands out career guidance information that is filled with sex role stereotypes.

Hand in one FFS card.

"Pressure Point" Card

It's time for spelling and your teacher says, "Let's have a spelling bee. Boys against the girls." You're receiving some sexist instruction, so:

Hand in one FFS card.

"Pressure Point" Card

Your school has a bulletin board that lists sex-restricted job opportunities (a delivery *boy*; a *girl* Friday).

Lose one FFS card–and a lot of job opportunities, too.

"Pressure Point" Card

Your parents have always encouraged you to be whatever you want to be and to ignore sex role stereotypes. You're lucky.

Take an FFS card.

"Pressure Point" Card

You have just bought a nonsexist book for your friend's birthday.

Take one FFS card. (Share it with your friend.)

"Pressure Point" Card

Your parents have made sure that you, your brothers, and your sisters have always had nonsexist toys to play with.

Take one FFS card, and your parents deserve a vote of thanks.

"Pressure Point" Card

You write an article for your school newspaper entitled "Our Right to a Nonsexist Education."

Take one FFS card.

"Pressure Point" Card

You organize a successful protest against dress codes which have different regulations for boys and girls.

Collect one FFS card.

"Pressure Point" Card

At the dinner table, you share your ideas about the limitations of sex role stereotyping with your family.

Take one FFS card.

"Pressure Point" Card

You are female. You enroll in a Fundamentals of Mechanics course because you want to be able to fix your own car.

Take one FFS card.

"Pressure Point" Card

You are male. In spite of pressure from your friends, you decide to take a course in child care so that you can be a better father.

You are entitled to one FFS card.

"Pressure Point" Card

You are female. You decide to try out for the school's all-male swimming team. You make it!

Congratulations! You earn an FFS card.

"Pressure Point" Card

You are male. You have just become the first boy on the school cheerleading squad. Congratulations!

Take one FFS card.

"Pressure Point" Card

You've just organized a "Career Day" with speakers involved in non-sex typed jobs (a female doctor, a male first-grade teacher, etc.).

Take one FFS card.

Lesson 8: Examining Stereotypes: Personal Decisions

Student Objectives:

1. To identify instances of sex role stereotyping in one's own life:
   a. with friends
   b. at school
   c. at home
2. To identify alternatives for reducing sex role stereotyping in one's own life.
3. To clarify one's values regarding sex roles and to make decisions regarding the alternatives identified.

Learning Concepts:

1. Each of us experiences sex role stereotyping in various aspects of our lives.
2. Each of us has a range of alternatives possible for reducing sex role stereotyping.
3. Each of us has the right to choose from a wide range of both traditional and nontraditional options for males and females.

Materials:

Ditto copies of:
"Examining Stereotypes: Personal Decisions"

Structuring the Learning Activity:

1. Distribute the "Personal Decisions" worksheet to every student.
2. Explain to students that every person has the right to make his or her own decisions about roles and about sex role stereotyping. It is important to emphasize that it is understanding that there are choices which is the important thing, not choosing in a particular way. The worksheet can be used by all students in thinking about their own choices.
3. Ask students to fill out the worksheets. Remind them that they can think about examples and actions that they have identified and discussed earlier in the unit.
4. Ask volunteers to share their answers with the class. Remind them that every student has the right to decide to make changes or not to make changes.
5. Ask students to discuss whether there are any changes they would like to make as a class or in the class to reduce sex role stereotyping. If they decide to take actions but need some help with ideas, some of the following suggestions might get them started:
   a. Reading a book about sexism.
   b. Writing a letter to a television station protesting sex role stereotyping in a program or commercial.
   c. Writing a letter to the editor protesting sex role stereotyping in an advertisement or elsewhere in a magazine or newspaper.
   d. Making a bulletin board of nonsexist photographs or articles.
   e. Constructing a slide, tape, or other presentation about sex role stereotyping in popular music.
   f. Studying a textbook for sex role stereotyping and writing a report of the findings.
   g. Making a class contract that males and females will share all classroom duties equally (e.g., watering plants, carrying books, running audiovisual equipment, etc.).

These are only examples; students will be able to generate many others, some of which may be quite different from those listed here.

Examining Stereotypes: Personal Decisions

I can identify the following examples of sex-role stereotyping:	I would/would not like to change these because:	Actions I would take to make any changes I have chosen:	Actions I plan to take: (place an asterisk in this column next to any action you plan to take)
With my friends:			
At school:			
At home:			

APPENDIX A
Classroom Materials on Female Role Stereotyping

Educational Challenges, Inc. *Today's Changing Roles: An Approach to Nonsexist Teaching*. Washington, D.C.: National Foundation for the Improvement of Education. Resource Center on Sex Roles in Education (1201 16th St., N.W., Washington, D.C. 20036), 1974. $3.00 prepaid.

These materials include teacher resources with curriculum-related activities for elementary, intermediate and secondary students, with emphasis on interdisciplinary studies. Teachers are provided with lesson plans, behavioral objectives, learning concepts, and materials based on a learning sequence of exploring, understanding, and acting.

Education Development Center. "Girls at 12." Newton, Mass.: Education Development Center (EDC Distribution Center, 39 Chapel St., Newton, Mass. 02160), 1975. $25 rental; $330 purchase.

This film documentary portrays the sexist socialization three 12-year-old girls experience in their daily lives in a small city outside of Boston.

Education Development Center. *Student Resource Book for "Girls at 12."* Newton, Mass.: Education Development Center (55 Chapel St., Newton, Mass. 02160), 1975. $3.00.

This resource book, designed to accompany the film "Girls at 12," includes a collection of activities and projects for student self-exploration of the socialization process in their own lives, particularly in their school and family roles.

Education Development Center. *Teacher's Guide to "Girls at 12"*. Newton, Mass.: Education Development Center (55 Chapel St., Newton, Mass. 02160), 1975. $2.00.

This teacher's guide, intended for use with the film "Girls at 12," helps teachers examine the socialization experiences of adolescents in our society. Included is a list of books and supplementary curriculum materials, and suggested curriculum plans for possible classroom use.

Interact. *Herstory: A Simulation of Male and Female Roles Emphasizing The American Woman's Circumstances, Past and Present*. Lakeside, Calif.: Interact (P.O. Box 262, Lakeside, Calif. 92040), n.d. $12.00

This simulation game is designed for use at the secondary school level, but it may also be adapted for use with intermediate school students. It assists students in the cognitive and affective exploration of sex role stereotyping and its individual and societal implications.

Johnson, Laurie Olsen, ed. *Non-Sexist Curricular Materials for the Elementary Schools*. Old Westbury, N.Y.: Feminist Press (SUNY/College at Old Westbury, Box 334, Old Westbury, N.Y. 11568), 1974. $5.00.

This packet of non sexist teaching materials includes consciousness raising quizzes; model curriculum units; and a bibliography of available histories, biographies, and nonsexist fiction suitable for upper elementary readers and adaptable for junior high use.

New York City Board of Education. *Changing Sex Roles in a Changing Society*. New York: New York City Board of Education, Bureau of Curriculum Development (131 Livingston St., Brooklyn, N.Y. 11201), January 1976.

This curriculum guide is designed to help students overcome sex role stereotyping. Included are lesson plans for teacher use (with suggested activities for each lesson); resource materials for students; suggestions for individual research projects; suggested texts; a listing of media resources; and a bibliography of supplementary readings.

Pennsylvania Department of Education. *Images of Women: A Bibliography of Feminist Resources for Pennsylvania Schools*. Harrisburg, Pa.: State Department of Education, Bureau of Curriculum Services (Box 811, Harrisburg, Pa. 17126), 1974.

Resources are listed within the major categories of biography; careers; the work world; fiction; history, literature and arts; and psychological and sociological interpretation. Included are bibliographies on textbooks, curriculum, library, and media materials. The approximate grade level for each entry is designated.

Rosenfelt, Deborah, ed. *Strong Women: An Annotated Bibliography for the High School Classroom*. Old Westbury, N.Y.: Feminist Press (SUNY/College at Old Westbury, Box 334, Old Westbury, N.Y. 11568), 1976. $1.95.

This bibliography is an annotated listing of more than 100 paperbacks widely available to teachers who want to supplement curriculum and compensate for the traditional male bias of contemporary textbooks. Included are sections on fiction, biography and autobiography, drama, poetry, history, and social science.

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